Start recording

1

Hello friends– I’d like to wish you a warm welcome to the second day of our e-Learning festival and a special thank you to Eiffel corp for sponsoring this Elluminate event.

2

I’m Gita Mistri – Welcoming you to the Podcasting Showcase! Celebrating the DUT podcasters!

3

Thank you to everyone for testing your audio setup and- for now let’s get familiar with Elluminate live. Allow me a few minutes to introduce you to the tools that makes this an amazing interactive and collaborative environment.

There are four key areas in this webinar space:

select pointer

* The first is the participants list and below it
* The conversation/chat area with the message text field
* Third is the talk button which you activate with a click to select– and it would then have a yellow background – and remember to deactivate – when you are done speaking.
* Fourth – the whiteboard

Remove pointer

4

Let’s look at how the interactive tools work:

Just below the participant list on the left of your screen, you will see the palm of a hand which you can use as if raising your hand for the moderator to see that you would like to say something. Next to the palm, are four emoticons – please feel free to use these to indicate your feelings. To the right of this you will see a door with a green arrow which you can use to tell us when you’ve stepped out of the webinar space for a bit and click it once more to indicate that you are back. Below that you will see the chat window, with the message text box for you to type in and send a message to the room (which is a public space) or a particular participant (to be selected by clicking on the arrows alongside – and this is a private space).

On the right of the slide you will see a range of whiteboard tools for you to explore-

okay, let’s have some fun ☺

5

On our programme for today, we have a special guest, Professor Ng’ambi – from the university of cape town. It gives me great pleasure to welcome Prof. Ngambi who has a PhD in Information Systems and will be addressing us on **The design of podcasts for effective educational use in Higher Education**, and thereafter we will hand the microphone over to the Podcasters to share with you the new sound waves at DUT.

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I’m going to start with a short youtube video titled ‘podcasting in plain english’ for those of us still new to podcasting.-it is in mp4 format so I hope most of us will be able to view it. A second or two to select the right media file – okay here goes……

7

Technology has definitely enabled a new form of connectedness – look at us - here we are with Elluminate live – exploring the possibilities of pedagogic connectedness using podcasting!

Shawn Wheeler, an academic from the University of Plymouth says

**Multimedia brought the world into the classroom,**

**Smart technologies will take the classroom to the world.**

Indeed, mobile learning and cloud computing has brought to the developed world:

**Connectivity** – as access to information is available on a global scale.

**Flexibility**  – learning can take place - any time, any place.

**Interactivity** – *assessment of learning can be immediate and autonomous*.

**Collaboration** – use of discussion tools can support collaborative learning beyond the classroom.

**Extended opportunities** – e-content can reinforce and extend classroom-based learning.

**Motivation** – multimedia resources can make learning fun.

Cloud computing offers learners a wide variety of web 2.0 tools they can use to learn, create, collaborate, and share their work with others.

For us as a institute of higher education in a developing country it brings promise of the affordances I mentioned earlier, and a whole array of research questions – as the DUT podcasters have discovered!

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Now I’d really appreciate some feedback from you. Let’s have a look at the next two slides (courtesy of Andy Ramsden and Lindsay Jordan from University of Bath)- for the first slide, perhaps we could draw parallels or highlight the differences between our expectations and concerns with podcasting to theirs.

Please click the raised hand icon, and I’ll hand the microphone over to you.

Perhaps you too are you concerned that the student attendance in your class will drop if you start podcasting?

*How would students ask for clarification in the middle of a podcast?*

*What type of benefit will our students derive from podcasting?*

*What do you think the length of a podcast should be?*

Okay – over to you

9

The second slide presents interesting ways in which podcasting can be used as a supplementary resource.

I’m going to stop here to take a sip of water, and ask you to comment or share with us some of your experiences with podcasting or raise some questions. Okay – let’s chat……

*How will podcasting help those students to whom english is a 2nd or even 3rd language?*

Yesterday we learnt about how countries affected by extremes in climate (fortunately not us) benefit with use Web 2.0 tools as well as LMS’ systems as part of the learning and teaching .

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Technology has certainly revolutionized the world and learning and teaching evolving at a remarkable pace– and as with any change, it is accompanied by some degree of anxiety and apprehension. (let’s take a poll – click the arrow or cross to agree or disagree)

a myriad of devices, a myriad of programmes and applications, an ever evolving digital world – for many of us both exhilirating and daunting at the very same time.

In response to this we began our podcasting programme– Initiating sound waves at DUT, because we realised that to encourage the adoption of new technologies, like the iPod, academics needed to have fun and experience their usefulness in learning and teaching. More than that, it was not so much about the device, but about the affordances and the capabilities that the device brings to the learning experience.

11

Inspired by Parker Palmer, who says

“we grow by private trial and error, to be sure – but our willingness to try and fail, as individuals is severely limited when we are not supported by a community that encourages such risks’

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we established a dynamic learning community of podcasters, and together we designed a pod-space ethos:

1. a safe space
2. having an open, adaptive system and
3. high levels of dialogue, interaction and collaboration
4. with a common focus and incentive to
5. work, learn, and enjoy together.

Exploring innovative applications of technology enhanced learning,

and along with this came :

**Software related issues**:

How will data or learning materials be transferred onto and off the devices?

**Hardware related issues:**

How will media files be transferred onto and off the devices?

**Connectivity related issues:**

who pays the bill and how?

more on this in the presentations of the podcasters!

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This slide briefly shows the structure of the podcasting programme– spanning a year and taking participants through the learner, designer, producer, facilitator, researcher and presenter phases.

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We began with the learner phase, getting acquainted with our ipods and iTunes University and the all important guide to creative commons.

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Dealing with issues of purpose, medium, reusability, length, style etc in Design. James Clay says that podcasting is all about planning and content and very little about technology and equipment, though we focus on the latter – what do you think – is this a fair statement? Let’s come back to this if time allows.

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And finally we came to the production phase– I’m sure the podcasters will recall our very first ‘hello world’ podcast using garageband. Here’s a taste of our first hesitant steps:

Mp3 parivash

And with a little more time and practice

Add Mp3 Ingrid

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we’ve had great fun – exploring a variety of online applications and resources– hurray Web 2.0 - culminating in an amazing range of podcasting permutations, not only that as the online and face to face meetings revealed shifts in teaching and learning perspectives. It’s been a great privilege to record this – so much so that I presented a paper titled- Perspectives, Permutations and Podcasting at this year’s web applications conference.

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We had great fun –- sharing our experiences using a social networking site, moving from Ning – when it turned commercial

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to Wikispaces - more recently! I’m terribly sentimental – and after a year of 2 hour Tuesday meetings – …….well let’s just say that the first group of DUT podcasters have a special place.

20

The podcasting programme has been an adventure – initiating new sound waves at DUT. Recently the Vice Chancellor enquired about how the faculty are integrating technology into the curriculum to enhance learning?

- that question -I know - will be answered by the presentations of the podcasters today.

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thank you –

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Now, I’ll introduce you to our keynote speaker Professor Ng’ambi,

who is from the University of Cape Town and is currently the co-ordinator of a postgraduate programme in Educational Technologies. He has conceptualized, designed and developed learning environments especially aimed at addressing the educational challenges of large classes, and developed programmes to assist shy and marginalized learners. His programme titled DFAQ or Dynamic Frequently Asked Questions – an anonymous knowledge sharing tool, which explores mobile phones as an educational platform – is world reknown. He has also pioneered projects in mobile learning and podcasting at the university of cape town and is noted for his knowledge in cognitive development and emerging technologies.

He is also a member of the review board of internationally reknowned journals one of which is the British Journal of Educational Technology . Without further ado, I hand you over to Professor Ng’ambi….